



Arizona Department of Education
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Navigating the Transition Highway: From Tots to Teens with Ease

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Introduction

What is transition planning? It is a team process where students, families, family friends, school personnel, and other agencies work together to:

- Assist students in visualizing life beyond high school and developing a long-range plan of how to attain that vision.
- Map out the blueprint of classes and experiences, by age 14 (or younger if appropriate), to ensure the attainment of skills and competencies necessary to achieve the vision of life beyond high school.
- Identify and connect students and families with the appropriate agencies, programs and services prior to school exit, which the student will need to achieve his/her post-school vision.

The intent of this document is to empower parents and/or guardians and educators with potential questions that encourage communication in regards to a student's education. This document encompasses many aspects of a student's life, from the academic arena to basic daily living skills. While school policies vary statewide, this document encourages people to understand what may potentially be provided within the academic setting. This document is not intended as a "one size fits all" guide. The reader should extract points that pertain to the special education student for whom he or she is advocating.

This guide is designed to encourage all of the team members who are involved with the student to work towards emphasizing the power of the student's potential. It is helpful to research available services that are specific to the school the student attends. While many ideas listed in this guide help to facilitate successful transition for a student, there are many other helpful resources available. Each section ends with useful toolkits to enhance the transition process. Various support groups and agencies provide transition training. Refer to the Resource Tab for more information.

Frequently Asked Questions

Q: Where are the answers to each of the questions in *Navigating the Transition Highway: From Tots to Teens with Ease*?

A: The answers are as unique as your very own child. The questions are designed to encourage dialogue between you, your child, and your support team on various issues that can support successful transition.

Q: Should I ask all of these questions at my child's IEP meeting?

A: Select those questions that apply to your current level of interest. Start within each section by the age of your child, but remember to look at the previous stages (Preschool to Primary, Primary to Junior High/Middle School, Junior High/Middle School to High School, High School to Adult Life) as questions build upon one another based on the age of the child in each section. It is also important to look at all sections as concepts have been clustered together. You may find the questions you are looking for under multiple tabs as well.

Q: What are a parent's educational rights?

A: Information about the rights you have as a parent of a child in special education may be found at <http://www.ade.state.az.us/ess/pinspals>.

Self - Determination

Self-determination is a critical attribute for students with disabilities. What does it mean to be self-determined? Being self-determined implies someone is:

- Making choices and decisions based upon individual desires, needs and wishes.
- Determining one's own fate through self-reflection, problem solving, decision-making, advocacy, and outcome expectancy.
- Constantly evolving, meaning that based upon personal interest, ability, and place in life, a person changes his or her perspective, awareness, goals, attitude, needs, and choices.

Helping students learn the skills of self-determination will empower them to reach their post-school outcomes and to assume control over their lives. They are more likely to attain their goals, make higher wages once employed, and have greater happiness in life.

Remember that being self-determined is beneficial in all areas of life, extending across environments of home, school, and community access.

Preschool to Primary

- In what ways can I contribute to the Individualized Education Program (IEP) document and IEP team meeting to provide important information about my child?
- What do each of the various sections in the IEP mean and what is the impact and/or purpose of each section in relation to my child's education?

- What can I do at home to follow through with activities specified in the IEP that are being conducted in school?
- How can we work as a team to determine the verbal and nonverbal cues my child uses to communicate basic needs and wants?
- How can the team work together to learn more about my child's disability?
- How can the team help educate other school personnel and fellow students about my child's disability?
- How can we as parents/guardians help educate staff and fellow students about my child's disability?
- If I am concerned about the progress my child is making, or other issues related to my child's special education and related services, can I request to reconvene the IEP team?
- What can we do to prepare my child for the successful transition into a new program (e.g. picture of school, classroom and teacher, visit, sample activities)?
- What activities do you engage my child in to learn to be a self-advocate?
- How do you help my child learn about decision and choice making?
- In what ways can we work together to involve my child in goal setting?
- What activities go on in the classroom to help my child become more self-aware of his or her strengths, interests and challenges?

Primary to Junior High/Middle School

Refer to previous section questions for additional tips.

- How can we work together, and what activities can be done at home or at school, to help my child learn self-advocacy and self-determination skills?
- How can we work together, and what activities can be done at home or at school, to ensure we are listening to my child's dreams and desires for success in school and success in life?
- What activities does the school engage my child in to help discover personal interests and knowledge in the areas of recreation, leisure, legal, medical, health and wellness, and relationships?

Junior High/Middle School to High School

Refer to previous section questions for additional tips.

- How can we work together, and what activities can be done at home or at school, to help my child identify and communicate post school goals and hopes for the future?
- How does the school help my child learn about the various laws that protect people with disabilities?
- How does the school help my child learn about the roles and responsibilities youth with disabilities have in being an actively involved citizen in accordance with state and federal laws (e.g. discussions on volunteering, voting, bike safety, upholding the law)?

High School to Adult Life

Refer to previous section questions for additional tips

- What activities can we do together to help my child achieve socially responsible behavior that will improve and maintain strong interpersonal skills (e.g. self awareness, appropriate gestures and use/interpretation of nonverbal communication)?
- What activities can we do together to help my child make appropriate decisions?

Toolkits

Colors of Self-Determination

<http://www.studentledieps.org/colorsofdetermination.pdf>

Full Life Ahead

<http://fulllifeahead.org>

Lesson Plans for Promoting Self-Determination

http://www.uncc.edu/sdsp/resource_list/sd_lesson_plans.asp

My Dreams...My Plan...My Future

<http://www.raisingpecialkids.com/rsk/PDF/ToolKit.pdf>

Self - Determination

Oregon Center on Self Determination
<http://cdrc.ohsu.edu/selfdetermination>

A Parent's Guide to the Self-Determined Learning Model for Early Elementary Students

<http://www.ade.az.gov/ess/transitionservices/SelfDetermination.asp>

Self-Determination: Assuming Control of Your Plans for Post Secondary Education

<http://www.heath.gwu.edu/Templates/Newsletter/issue2/Self-determinationpaper.htm>

Self-Determination: Supporting Successful Transition

<http://ncset.org/publications/viewdesc.asp?id=962>

Self Determination

<http://www.pacer.org/tatra/self.htm>

Start Something

<http://startsomething.target.com/info/about.asp>

Daily Living Skills

Daily living skills are activities that people engage in every day. These can include such things as preparing meals, budgeting, maintaining a residence, paying bills, raising a family, caring for clothing and/or personal grooming.

Preschool to Primary

- How do our concerns about my child's life skills get addressed within the Individualized Education Program (IEP)?
- How are interpersonal and appropriate communication skills being addressed in my child's IEP?

Primary to Junior High/Middle School

Refer to previous section questions for additional tips.

- How can we work together, and what activities can we do at home as well as in school, to help my child learn skills for independent living (e.g. money management, time management, and accessing and safely living in the community)?
- How are self-help skills (e.g. personal care, cooking, cleaning, shopping, laundry) addressed within my child's IEP?

Junior High/Middle School to High School

Refer to previous section questions for additional tips.

- Is community-based instruction (CBI) a component of my child's IEP?
- Is it possible to have CBI focused on learning about public transportation, grocery and retail shopping, money management, independent living, and/or social skills?
- What does functional math and functional reading mean in relation to my child's education?
- How can we work together to assist my child in understanding how to buy and prepare nutritious foods and to eat with appropriate manners?
- How can we work together to assist my child in understanding how to buy and care for clothes?

High School to Adult Life

Refer to previous section questions for additional tips.

- How can we work together to assist my child in understanding the skills of managing personal finances (e.g. money skills, budget)?
- How can we work together to assist my child in understanding how to select and maintain a household (e.g. how to sign a lease, how to do minor home repairs, how to select an apartment or house, etc)?

Toolkits

Banking on Your Future

<http://www.bankingonourfuture.org/home.htm>

Life Skills Guidebook

<http://www.caseylifeskills.org/lsg/default.htm>

Ready, Set, Fly! A Parent's Guide To Teaching Life Skills

<http://www.caseylifeskills.org/rsf/default.htm>

Practical Money Skills for Life

<http://www.practicalmoneyskills.com/index.php>

Daily Living Skills

Health and Well Being

Understanding the fundamental importance of good health and well being is a basic need of students with disabilities. Information and training at home and at school establishes a foundation for a lifetime of good physical and mental health.

Parents and educators can help students learn a broad range of skills to manage health care, handle stress, prevent illness and injury, and make responsible decisions. Classroom education and real-life experiences can be incorporated into transition planning within the IEP. Positive outcomes are the result of early and consistent planning.

Preschool to Primary

- How is my child doing in the areas of language, movement, self-help, and social skills? How can we help my child at home and in school to improve?
- How does our concern for my child's behavior get addressed within the Individualized Education Program (IEP)?
- How do I find out about social services, health care/insurance and Social Security or other financial supports?
- Can you refer me to support groups and agencies knowledgeable in supporting parents?

- What alternative therapies and/or related services exist both in school and in the community that would benefit my child (e.g. working with animals such as horses, water therapy, music therapy, vision and sensory therapy, karate, adaptive physical education)?

Primary to Junior High/Middle School

Refer to previous section questions for additional tips.

- How can my child become co-responsible for managing his/her medical needs at home and school?
- How can the team, including the school nurse, develop a health plan to identify and/or educate us in addressing my child's medical needs?

Junior High/Middle School to High School

Refer to previous section questions for additional tips.

- Does the school have special supports for my child to benefit from alcohol and drug abuse prevention programs and sex education? If you don't offer programs in these areas, where can I go to help my child receive this training and information?
- How does the school teach my child about good eating and nutrition?
- Does the school offer supports, techniques or training to students to help them identify and handle stress?

- In what ways can we work together to teach my child the importance of following a health plan and monitoring his/her medical needs (e.g. hydration, low blood sugar)?
- How can we work together to teach my child about nutrition, monitoring food intake, and following a nutrition plan?

High School to Adult Life

Refer to previous section questions for additional tips.

- What is expected of me to help my child move toward reaching his/her post-school goals?
- What activities can we do together to help my child learn the skills for meeting marriage responsibilities and raising children?

Toolkits

All About Me

http://www.medicalhomela.org/all_about_me.htm

Care Notebook

<http://www.cshcn.org/resources/CareNtbk.htm#Complete>

Transition Planning for Adolescents with Special Health Care Needs and Disabilities:
Information for Families and Teens

<http://www.communityinclusion.org/transition/familyguide.html>

Transition Planning for Adolescents with Special Health Care Needs and Disabilities:
Health and Well Being A Guide for Health Care Providers

<http://www.communityinclusion.org/transition/providerguide.html>

Living Arrangements

Young people with disabilities express their desire to be independent in many ways. Recognizing their need for autonomy challenges families and educators to explore personal preferences and available resources. Depending upon individual developmental needs, and the level of daily living skills already learned, students will benefit from team planning that involves the student, family members, educators and agency representatives. The team should focus on current and possible options, plus additional skill building, to create a reasonable timeline for this very important transition to adulthood.

Junior High/Middle School to High School

- What skills will my child need to live independently or with supports?
- What are the resources for learning more about Independent Living Skills?
- What are our options for alternate living environments (e.g. independent or semi-independent with supports)?
- What supports are available to assure that my child will have the financial resources to take care of his/her needs?

High School to Adult Life

Refer to previous section questions for additional tips.

- What agencies can assist my child in accessing and making the appropriate accommodations in a dormitory or apartment (e.g. ramps, special height counters, lighted doorbells, special door handles, hand rails, etc.)?
- Who can assist us in finding financial supports that could help my child live independently?
- Should I anticipate any required waiting time for my child to move into a group home or some type of assisted living facility?
- Who can help me identify the specific group homes in our community?
- Who can we contact to provide a medical assessment relating to housing accommodations?
- Who can we call to obtain an assessment on home modifications?
- What tips can the school provide on how to find and choose a roommate?

Toolkits

Disability Survival Manual

<http://www.abil.org/manual.htm>

Social & Recreational Activities

Social and recreational activities refer to the necessary skills and/or interests the student may need to apply inside and outside of the school setting. These activities not only promote self-esteem, but help the student forge a path towards a fulfilling future.

Preschool to Primary

- What adaptive playground equipment is available for students with significant disabilities (e.g. modified swings, slides, flooring)?
- Is my child adapting to playground routines?
- What appropriate social skills will my child need?
- What school-based programs are available for social, recreational and athletic activities?
- Where can you refer me for community-based programs?

Primary to Junior High/Middle School

Refer to previous section questions for additional tips.

- What types of general and therapeutic recreation activities are available in school, as well as after school, for my child?

Junior High/Middle School to High School

Refer to previous section questions for additional tips.

- How does the school work with my child to identify appropriate accommodations and modifications to successfully participate in community activities?

High School to Adult Life

Refer to previous section questions for additional tips.

- How can we work together to assist my child in utilizing recreational facilities and engaging in leisure activities (e.g. transportation, accessibility, money, etc)?

Toolkits

Aligning School & Community Resources

<http://ncset.org/topics/resources/default.asp?topic=20>

Community Services

<http://ncset.org/topics/community/default.asp?topic=21>

Transportation/Travel Training

Travel training is a critical component for helping students with disabilities use public transportation safely and independently. The goal of travel training is to train students to travel independently to a regularly visited destination and back. Access to transportation and the ability to use it can open doors and provide opportunities otherwise unavailable to persons with disabilities.

Preschool to Primary

- What are the school policies and procedures regarding transportation for my child?
- What is the school policy on child safety restraints (e.g. car seat, harness, etc)?
- If a car seat is necessary, am I responsible for providing one for my child?
- What are the school policies and procedures for training transportation staff in the proper use of child restraint devices?
- Is my child adapting to the school bus routine?
- Can my child with significant challenges be provided air conditioning in transportation?
- Is the transportation staff trained to assist students with significant disabilities and/or medical needs?
- Are transportation staff trained to assist my child with special healthcare needs?
- Are aides present on the bus to assist my child to enter and exit the bus safely?

Primary to Junior High/Middle School

Refer to previous section questions for additional tips.

- Whom do I contact for questions about bus services?

Junior High/Middle School to High School

Refer to previous section questions for additional tips.

- What travel training services do you provide to help my child become more independent in accessing the community (e.g. taxi, Dial-a-Ride, neighborhood bus, Red Cross)?
- What are the benefits of Americans with Disabilities Act (ADA) Bus Certification and how would we find out if my child is eligible?

High School to Adult Life

Refer to previous section questions for additional tips.

- Does the school offer my child transportation to/from the job site?
- What happens if my child becomes sick on the job and needs transportation back to school or home?

Toolkits

Community Information and Referral
<http://www.cirs.org/index.html>

Information and Referral Services
<http://www.azinfo.org/>

Overheads for Part B: Transportation
<http://www.nichcy.org/ideatrai.htm>

**Transportation/Travel
Training**

Work Options

In preparing students for work, the focus is on work-related behaviors, job seeking and job keeping skills, career exploration, skill training, apprenticeship and internship experiences, and obtainment of part time and/or full time employment.

Junior High/Middle School to High School

- How does the school work with my child to identify appropriate accommodations and modifications for work settings?
- Does the school offer any work training programs during the school day (e.g. job shadow, career exploration, internship, service learning or community volunteer programs, teacher's assistant)?
- What activities does the school offer to help my child learn about appropriate dress and behaviors for the work environment?
- How does the school help my child learn job-seeking skills (e.g. resume writing, application completion, interviewing)?
- What activities does the school provide to help my child know and explore work possibilities (e.g. Career Day, Transition Fair)?
- What tools does the school use to help my child discover what kind of job he/she might like to have?
- How do you evaluate my child's physical and manual skills that would be necessary and appropriate for various types of employment?

- What supports are available if my child wants a job over the summer?
- How can my child's therapist(s) provide support for my child on the job?
- How can we work to improve my child's stamina on the job?

High School to Adult Life

Refer to previous section questions for additional tips.

- Does the school have a list of local businesses interested in hiring young adults?
- How does the school work with my child to support him/her on a job site (e.g. paraprofessional assistance, job coach, natural support by employer)?
- What kinds of supports will my child need on the job and who will provide those when he/she exits school?
- Who can we contact to learn about career training options?
- What is a vocational school and is that an option my child should consider?
- Where can I go to learn how Supplemental Security Income (SSI) and paid employment work together?
- Where can I learn about supported employment and if it is an option for my child?
- What is the difference between vocational evaluations and testing conducted by the school and Vocational Rehabilitation?

Arizona Career Resource Network
<http://www.ade.az.gov/cte/azcrn/>

A Student's Guide to Jobs
<http://www.nichcy.org/stuguid.asp#ta2>

Connecting Employers, Schools, and Youth Through Intermediaries
<http://ncset.org/publications/viewdesc.asp?id=721>

Helping Students with Cognitive Disabilities Find and Keep a Job
<http://www.nichcy.org/pubs/stuguide/ta3.pdf>

Jobs for Kids Who Like...
http://stats.bls.gov/k12/html/edu_over.htm

O'Net Online
<http://online.onetcenter.org/>

Social Security Information for Kids, Teens, Parents and Teachers
<http://www.ssa.gov/kids/>

Social Security and You: A Guide for Teaching Social Security in High Schools
<http://www.ssa.gov/teacher/kitsheet.html>

Supplemental Security Income: A Bridge to Work
<http://ncset.org/publications/viewdesc.asp?id=937>

Taking the Next Steps: A Guide to Help Students with Disabilities Transition from Secondary Education to Postsecondary Education
<http://www.ade.az.gov/ess/transitionservices/TsPostSecondaryEd.asp>

Work-Based Learning and Future Employment for Youth: A Guide for Parents and Guardians
<http://ncset.org/publications/viewdesc.asp?id=1222>

WYN Collegiate Consortium of Disability Advocates
http://www.ccdanet.org/ecp_index.html

Academic

“Academic” refers to any type of service inside the school setting which assists a student’s education. This can include supports available inside the classroom, as well as necessary social/living skills that impact the student’s quality of life.

Preschool to Primary

- What is the process for coordinating services between the Arizona Early Intervention Program (AzEIP), the school, and our family to make sure my child qualifies for and receives appropriate preschool services?
- Where can I go to get a list of special education acronyms and can you help me understand the acronyms and terms used in special education?
- How does the Individualized Education Program (IEP) team work with the Individualized Family Service Program (IFSP) team to provide services to my child?
- Whom should I contact if I have questions about special education or my child’s IEP?
- If I am concerned about the progress my child is making, or other issues related to my child’s special education and related services, can I request to reconvene the IEP team?
- Can I invite anyone who knows my child to the IEP meeting, such as people from the IFSP team?

- Do I need to notify you that I will be bringing someone to the IEP meeting?
- What role does the psychologist play in the IEP process?
- What function does the multidisciplinary evaluation serve in the IEP process?
- Why should I allow an outside agency to attend my child's IEP meeting?
- What types of supports and services do they offer to assist my child?
- What do I do if I don't agree with the IEP as written by the IEP team?
- What training is available for understanding the IEP process?
- What ways work best to meet the school staff working with my child?
- How do you feel about me volunteering in the classroom?
- What are the volunteer policies?
- How does my child transition from one activity to the next?
- How can we make sure my child is prepared for the transitions in the new school and/or environment (e.g. use of restrooms, eating, recess, storing coat)?
- Can I set up a tour in my child's new classroom?
- How do you match my child's needs and learning styles to the classroom environment?
- Will you contact my child's preschool teacher to learn the strengths, needs, and other observations relevant to my child's success?
- What information would be helpful for me to share with you about my child (e.g. self-care, meals, mobility, favorite activities, medical concerns, language development)?

- How will communication happen between the IEP team, my child's teacher and me?
- Who will make decisions regarding the placement of my child in a particular classroom?
- What information do I need and who should I contact about the transition planning process?

Primary to Junior High/Middle School

Refer to previous section questions for additional tips.

- In what ways do you invite and prepare my child to attend IEP meetings?
- What is the school policy for determining if my child would benefit from having a one-on-one aide?
- Who can help me understand what testing instruments are available and how they are selected to evaluate the needs of my child?
- How does the team work together to gain information regarding the medical diagnosis and needs of my child?
- How will we address the specific abilities and needs of my child?
- Can my child be included in the general education classroom?
- How will we address the assistive technology needs of my child to access the general curriculum?

Junior High/Middle School to High School

Refer to previous section questions for additional tips.

- What is the responsibility of the school when my child turns 14 years old?
- How does the middle school communicate with the high school to develop the course of study for my child?
- Are courses selected for my child that align to his/her post school goals?
- What happens when my child changes his or her mind about post school goals with regard to course selection?
- How does the school work with my child to identify appropriate accommodations and modifications for academic, community and work settings?

High School to Adult Life

Refer to previous section questions for additional tips.

- How can we work together, and what activities can be done at home and in school to provide opportunities for my child to determine if post-school goals are attainable based upon strengths and needs?
- Who in the school talks with my child to help determine options for postsecondary education including vocational training and community college?
- Do we have to come up with transition goals at IEP meetings?
- What is the responsibility of the school when my child turns 16 years old?
- What adult services exist to continue the related services my child currently receives (e.g. speech, occupational and physical therapies)?

- What is vocational testing?
- What kind of vocational testing does the school offer?
- How will my child's supports move with him/her (e.g. wheelchair, assistive technology)?
- How does the IEP apply to postsecondary and adult education?
- How can we find out about postsecondary financial assistance options for persons with developmental disabilities?

Toolkits

Arizona Student-led IEP Toolkit for Teachers
<http://www.studentledieps.org/ttoolkit.htm>

Developing Your Child's IEP
<http://www.nichcy.org/parents.asp>

Helping Students Develop Their IEPs
<http://www.nichcy.org/stuguid.asp#ta2>

IEP & Transition Planning
<http://ncset.org/topics/ieptransition/default.asp?topic=28>

A Student's Guide to the IEP
<http://www.nichcy.org/stuguid.asp#ta2>

Graduation and School Exit

Preparing for graduation and/or school exit means understanding that a student with a disability awarded any type of exit document (e.g. certificate of completion, modified diploma, etc.) other than a regular high school diploma is eligible for special education and related services from the public education agency through his/her 21st birthday.

Junior High/Middle School to High School

- What requirements does Arizona have for a student in special education to receive a high school diploma?
- What are the graduation policies of the school?
- If my child does not earn a diploma, what will he/she receive?
- What determines the kind of exit diploma (e.g. general high school diploma, certificate of completion) my child receives?
- Can my child “walk” at graduation with his/her peers, not get a diploma, and remain in the school to receive transition services?
- If my child has met all of the academic requirements in school to receive a high school diploma, but is still in need of transition services, what obligation does the school have to provide such services?

High School to Adult Life

Refer to previous section questions for additional tips.

- Who talks with my child to help determine options for postsecondary education (e.g. vocational training, community college, adult education, university)?
- At what point, and in what way, will I be notified that a change of placement from special education will take place upon my child exiting high school?

Guardianship

When a student turns 18, he/she is no longer considered a minor unless the court designates a parent, relative, friend or organization to act on behalf of the individual. He/she is thought to be competent to manage his/her own affairs. Information about the rights and responsibilities of young adults should be explored in depth starting at least one year before the student's 18th birthday. The decision to have legal power (guardianship) over the affairs of an adult with disabilities is a serious matter.

A legal decision to appoint a guardian for an adult with disabilities will be based on the person's abilities to make personal decisions, handle money and property, and comparable issues. State law provides for different types of guardianship. Families must investigate their options and may need legal advice to determine how to proceed.

High School to Adult Life

- What is the "age of majority?" What rights transfer to my child?
- What is guardianship?
- How do I obtain information on guardianship?
- At what point is it important to start the guardianship process?
- Are there legal options other than guardianship for me to stay involved in the educational decision making of my child?

Toolkits

Age of Majority: Preparing Your Child for Making Good Choices
<http://ncset.org/publications/viewdesc.asp?id=318>

Family Handbook on Future Planning
<http://www.thearc.org/publications/futureplanninghandbook.doc>

State of Arizona, Guardianship Forms
http://www.governmentguide.com/govsite.adp?bread=*Main*&url=http://www.state.az.us

Guardianship

Resources

Advocacy

Arc of Arizona, Inc.
Tel 602-243-1787; Fax 602-268-7483
Toll Free 800-252-9054
E-mail: arcarizona@aol.com
<http://www.arcarizona.org/>

Arizona Center for Disability Law
Tel/TDD 602-274-6287; Fax 602-274-6779
Toll Free 800-927-2260
E-mail: center@acdl.com
<http://www.acdl.com/>

Native American Protection & Advocacy Project
Tel 928-871-4151; Fax 928-871-5036
E-mail: napap@cyberport.com

Tel 505-368-3216; Fax 505-368-3220
E-mail: napap@cyberport.com
www.protectionandadvocacy.com/

Native Americans for Community Action (NACA)
Tel 928-526-2968; Fax 928-526-0708
E-mail: info@NACAinc.org
<http://www.nacainc.org/>

Navajo Nation Advisory Council on Handi-Capable
Tel 928-871-6338

Assistive Technology

Arizona Technology Access Program (AzTAP)
Tel 602-728-9532; Fax 602-728-9536
TTY 602-728-9536; Toll Free 800-477-9921
E-mail: jill.oberstein@nau.edu
<http://www.nau.edu/ihd/aztap>

Assistive Technology Training Project (ATTP)
Tel/Fax 520-623-4160
E-mail: MUHLIR@swhd.org

Easter Seals Society
Tel 480-222-4100; Fax 480-222-4123
<http://www.eastersealsarizona.org/>

Southwest Human Development
Tel 602-266-5976; Fax 602-274-8952
TTY 602-266-1034
E-mail: Ichasko@swhd.org
<http://www.swhd.org/main.asp>

Technology Access Center of Tucson (TACT)
Tel 520-745-5588, x1265; Fax 520-790-7637
E-mail: tactaz@aol.com
<http://www.ed.arizona.edu/tact/index.htm>

UCP
Tel 602-943-5472; Fax 602-943-4936
E-mail: info@ucpofaz.org
<http://www.ucpofaz.com>

Developmental Disabilities

Arizona Department of Economic Security (DES)
Division of Developmental Disabilities
Tel 602-542-0419; Fax 602-542-6870
Toll Free 866-229-5553
E-mail: cchamplin@mail.de.state.az.us
<http://www.de.state.az.us/>

Epilepsy Foundation of Arizona
Tel: 602-406-3581; Fax 602-406-6147

Governor's Council on Developmental Disabilities
Tel 602-542-4049; Fax 602-542-5320
TDD 602-542-8920; Toll Free 800-889-5893
<http://www.de.state.az.us/gcdd>

Family Support and Parent Information

Arizona Coalition for Family Support,
Self-Determination and Disability
Tel 928-523-7040; Fax 928-523-9127
Toll Free 800-553-0714; TTD 928-523-1695
E-mail: Diane.Lenz@nau.edu
http://www.nau.edu/ihd/family_support/calendar.html

Arizona Department of Education, Parent
Information Network Specialists
Tel 602-364-4015; Fax 602-542-5404
Toll Free 800-352-4558
E-mail: rkeniso@ade.az.gov
<http://www.ade.az.gov/ess/pinspals/>

Arizona Early Intervention Program
Tel 602-532-9960; 888-439-5609
<http://www.de.state.az.us/AzEIP>

Arizona Long Term Care System
Tel 602-417-4590; Fax 602-253-0938
Email: dxross@ahcccs.state.az.us

Internet Resources for Special Children
<http://www.irsc.org/>

Mentally Ill Kids In Distress (MIKID)
Tel 602-253-1240; Fax 602-253-1250

National Alliance for the Mentally Ill
Tel 602-244-8166; Fax 602-244-9264
Email: azami@aol.com

PACER Center
Tel 952-838-9000
<http://www.pacer.org>

Pilot Parents of Southern Arizona
Tel 520-324-3150; Fax 520-324-3152
Toll Free 877-365-7220
E-mail: ppsa@pilotparents.org or
E-mail: lynn@pilotparents.org
<http://www.pilotparents.org/>

Raising Special Kids
Tel 602-242-4366; Fax 602-242-4306
Toll Free 800-237-3007 (call for local contacts)
E-mail: info@raisingspecialkids.org
<http://www.raisingspecialkids.org/>

Financial Assistance

Catholic Social Services
<http://www.catholicsocialserviceaz.org/>

Community Information & Referral
Tel 602-263-8856; Fax 602-263-0979
Toll Free 800-352-3792
E-mail: cirs@cirs.org
<http://www.cirs.org/>

Family Assistance Administration (DES)
Arizona Department of Economic Security
Tel 602-246-0546; Fax 602-246-0880
<http://www.de.state.az.us/faa>

Independent Living

Arizona Bridge to Independent Living (ABIL)
Tel 602-256-2245; Fax 602-254-6407
TTY 602-296-0591; Toll Free 800-280-2245
E-mail: azbridge@abil.org
<http://www.abil.org/>

Arizona Department of Housing
<http://www.housingaz.com>

ASSIST! To Independence
Center for Independent Living & Regional
Resource Center for Assistive Technology
Tel/TDD 928-283-6261; Fax 928-283-6267
Toll Free 888-848-1449
E-mail: assist@cybertrails.com
<http://www.assistoindependence.org/>

DIRECT Center for Independence, Inc.
Tel/TDD 520-624-6452; Fax 520-792-1438
Toll Free 800-342-1853, x DIRECT
E-mail: directilc@earthlink.net
<http://www.directilc.org/>

New Horizons Independent Living Center
Tel Prescott Valley - 1-800-406-2377; (520) 772-1266
<http://www.myweb.cableone.net/nhilc>

SMILE (Services Maximizing Independent Living
and Empowerment)
Tel 928-329-6681; Fax 928-329-6715
E-mail: smile19@adelphia.net
<http://www.neiaw.com/smile/smileindex.html>

Information and Referral

Arizona Commission for the Deaf and Hard of
Hearing
Tel 602-542-3323; Fax 602-542-3380
Tel 602-364-0990 TTY
<http://www.acdhg.org>

Arizona Office for Americans with Disabilities
Tel 602-542-6276; Fax 602-543-6163

Community Information and Referral
Tel 602-263-8845/800-352-3792
<http://www.cirs.org>

Information and Referral Services, Inc.
Tel 520-881-1794/800-362-3474
<http://www.azinfo.org>

SARRC Resource Directory
www.autismcenter.org/resourcedirx.cfm

Recreation and Leisure

Arizona Recreation Center for the Handicapped
(ARCH)
Tel 602-230-2226; Fax 602-230-0308
E-mail: info@archaz.org
<http://www.archaz.org/>

Best Buddies Arizona
Tel 602-954-3877; Fax 602-253-6337
<http://bestbuddiesarizona.org>

Big Brothers Big Sisters
www.bigbrothersbigsistersofamerica.org/

Boys and Girls Clubs
<http://www.bgca.org/>

4-H and other Outreach Programs
University of Arizona Cooperative
Extension Office
<http://www.ag.arizona.edu/>

Special Olympics
Arizona Chapter
Tel 602-230-1200; Fax 602-230-1110
Toll Free 800-289-4946
(Call for a county contact)
<http://www.specialolympicsarizona.org/>

Rehabilitation and Employment Training

Arizona Career Resource Network (AzCRN)
Tel 602-542-5963; Fax 602-542-1849
E-mail: smelleg@ade.az.gov
<http://www.ade.state.az.us/cte/AZCrn/>

Arizona Dept. of Economic Security (DES)
Rehabilitation Services Administration (RSA)
Tel 602-542-3332; Fax 602-542-3778
E-mail: AZRSA@mail.de.state.az.us
<http://www.de.state.az.us/rsa/>

State Agency Assistance

Arizona Department of Economic Security (DES)
Family Advocacy Office
Tel 602-542-3598; Toll Free 877-527-0765
<http://www.de.state.az.us/>

Arizona Department of Health Services (ADHS)
Division of Behavioral Health Services
Tel 602-364-4558; Fax 602-364-4570
<http://www.hs.state.az.us/bhs/home.htm>

Regional Behavioral Health Authorities (RBHAs)

Community Partnership of Southern Arizona
(CPSA)
Tel 520-325-4268;
Toll Free 800-443-0365

Northern Arizona Regional Behavioral
Health Authority (NARBHA)
Tel 928-774-7128

Pinal Gila Behavioral Health Association
(PGBHA)
Tel 480-982-1317; Fax 480-982-7320
Toll Free 800-982-1317
E-mail: info@pgbha.org

The Excel Group
Tel 928-329-8995

Value Options
Tel 602-685-3800; Fax 602-914-5811
Crisis 602-222-9444
<http://www.valueoptions.com/>

Arizona Congress of Parents & Teachers (PTA)
Tel 602-279-1811; Fax 602-279-1814
E-mail: az_office@pta.org
<http://www.azpta.org/>

Arizona Department of Corrections
Tel 602-542-5810; Fax 602-364-0259
<http://www.adcprisoninfo.az.gov>

Arizona Department of Economic Security
Administration for Children, Youth and Families
<http://www.de.state.az.us/>

Arizona Department of Economic Security (DES)
Division of Developmental Disabilities
Tel 602-542-0419; Fax 602-542-6870
Toll Free 866-229-5553
E-mail: cchamplin@mail.de.state.az.us
<http://www.de.state.az.us/>

Arizona Department of Education, Exceptional
Student Services, Parent Information Network
Tel 602-364-4015; Fax 602-542-5404
Toll Free 800-352-4558
<http://www.ade.az.gov/ess/pinspals/>

Arizona Department of Health Services
Children's Rehabilitation Services (CRS)
Tel 602-542-1860; Fax 602-542-2589
<http://www.hs.state.az.us/phs/ocshcn/crs/index.htm>

Arizona Department of Health Services Office for
Children with Special Health Care Needs
Children's Rehabilitative Services
(OCSHCN)(CRS)
Tel 602-542-1001; Fax 602-542-0883
<http://www.hs.state.az.us/phs/ocshcn>

Arizona Early Intervention Program (AzEIP)
Tel 602-532-9960; Fax 602-200-9820
Toll Free 888-439-5609
<http://www.de.state.az.us/AzEIP>

Arizona Health Care Cost Containment System
(AHCCCS-ALTCS)
<http://www.ahcccs.state.az.us/>

Arizona Office for Americans with Disabilities
Tel 602-542-6276; Toll Free 800-358-3617
TTY 602-542-6686
<http://www.know-the-ada/>

Social Security Administration
Toll Free 800-772-1213 (call for local contact)
<http://www.ssa.gov/>

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Handwriting practice lines consisting of 18 horizontal gray lines.

Notes

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Feedback Form

We welcome your feedback. Please take a moment to complete and mail this card to Wendy Collison, Arizona Department of Education, 1535 W. Jefferson Bin 24, Phoenix, AZ 85007 or send an email to wcollis@ade.az.gov.

Name (optional) _____ Phone (optional) _____
Email (optional) _____ Position (e.g. parent, teacher) _____

How has this guide been useful?

What did you like best about this guide?

What information do you feel is missing from this guide that would help you?

What would you change about this guide?

General comments:

Thank you for taking the time to give us feedback and suggestions!

The Arizona Department of Education, Exceptional Student Services would like to extend a **special thanks** to Susan Modos, Becky Raabe, and Leslie Williams for their insight, knowledge, and experiences. After participating in numerous IEP meetings, MET meetings, special education conferences and other venues surrounding special education services and supports, they shared their successes and struggles to create a guide that will hopefully ease the process for others.

We also would like to thank the many families, educators, community providers, and other state agency representatives who gave tremendous feedback and suggestions on how to make this guide more effective and user-friendly. Although always a work in progress, we feel this is a great start to opening the lines of communication between families, educators and others working with students with disabilities.

Copies of this guide are also available in the following formats by request: Braille, large print, cassette, CD ROM, and diskette. For additional copies, visit www.ade.az.gov/ess/pinspals/documents/transition.

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